DOCUMENT RESUME

ED 196 624 RC 012 444

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TITLE	NRP Management Information System.
INSTITUTION	Murray State Univ., Ky. Center for Innovation and Development.
PUB DATE	Sep 79
NOTE	48p.; For a related document, see ED 182 085.
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Disabilities; Elementary Secondary Education; Federal Legislation; *Information Dissemination; Information Needs; Information Sources; *Management Information Systems; Parents; Program Design; *Rural Areas; Rural Schools; Special Education; *Student Development; Teacher Education
IDENTIFIERS	Education for All Handicapped Children Act; National Rural Project

ABSTRACT

A major goal of the National Rural Project's (NRP) Management Information System (MIS) is to aid the parents and educators of rural handicapped students in delivering quality educational services and fully implementing the Education for All Handicapped Children Act, PL 94-142. MIS tailors reports to the specific needs of three target audiences outside NRP: educational agencies (especially local Education Agencies), colleges and universities, and parents. To obtain information, external users complete one of two NRP Requestor Forms. Five types of reports are available: resource consultants listings, annotated bibliographies, current problems and practices, strategy profiles, and models of pre- and in-services training. Eight simulated reports of all types are included. (SB)

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NRP MANAGEMENT INFORMATION SYSTEM

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September 1979

RC 012444

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1.0 INTRODUCTION

To effectively and efficiently manage and disseminate information NRP currently is developing a computerized Management Information System (MIS). Specifically, this system serves two functions, one a managerial function designed to meet NRP needs (internal users) and two, a dissemination function designed to provide various agencies with reports aimed at more fully implementing PL 94-142 in rural settings (external users). The remainder of this report briefly describes the dissemination function of the MIS.

2.0 EXTERNAL USERS

One major goal of NRP's MIS is to assist educators and parents of handicapped students in solving problems encountered by rural schools in delivering quality educational services and in fully implementing PL 94-142. To achieve this goal the MIS will provide timely information directly bearing on the requestor problem. The remainder of this section identifies the MIS target audience and describes the type of information available.

2.1 Target Audiences and Types of Reports Available to Meet Their Information Needs

Three groups comprise the MIS's target audience: a) educational agencies, particularly the LEA's, b) college/universities, and c) parents of students with disabilities. To meet a variety of information needs, MIS offers different types of reports depending upon the type of data base selected by the requestor. Table 1 indicates, for each of the target groups, the types of reports available.

TABLE I

REPORT TYPES	TARGET AUDIENCES: EDUCATIONAL	COLLEGES/ UNIVERSITIES	PARENTS
RESOURCE CONSULTANTS			
ANNOTATED BIBLIOGRAPHY			
CURRENT PROBLEMS & PRACTICES			
STRATEGY PROFILES			
PRE AND INSERVICE MODELS FOR PERSONNEL PREPARATION			

The following describes briefly the information content of the different types of reports available to external users:

1. Resource Consultants: This type of report lists names, addresses, and telephone numbers of agencies or individuals who could serve as resources appropriate to the requestor's information needs. This list is being compiled currently and includes standard sources and contacts NRP has made during the course of the project.

2. Annotated Bibliography: This report presents the requestor with an annotated bibliography tailored to the requestor's needs. Currently NRP is compiling this bibliography for the period of 1969 to 1979. Both the selection of the articles and the writing of the abstracts is conducted by parallel reviewers.

3. Current Problems and Practices: This report describes profiles of approaches currently employed in solving problems encountered by educational agencies in serving handicapped students in rural schools. These reports are based on information received by NRP from educational agencies. Evaluation evidence may be available, however, in contrast to the Strategy Profiles, NRP personnel will not have had direct contact with these practices.

4. Strategy Profiles: This type of report, similar to 3, provides descriptions of strategies employed by rural school districts to solve problems involved in educating handicapped students. These strategies have been derived from the field survey data obtained by NRP from 19 states. Categories of information include descriptions of methodology, personnel requirements, unique supplies/materials or facilities requirements, and cost estimates.

5. Models of Pre- and In-Service Training: This type of report describes innovative, interdisciplinary approaches to preparing personnel for effective and efficient delivery of services to handicapped students in various rural subsultures. Emphasis of these models focuses on a more effective utilization of available resources through professional preparation. NRP currently is gathering field data from which the models will be derived.

Additionally, external use can obtain reports 3-5 in either an abstract or a detailed description format.

2.2 Accessing MIS by the External User

To access MIS the user contacts, by phone or mail, NRP at Murray State University. In making this contact the user will provide MIS with a brief description of their problem and with other information required to specify certain parameters. By providing this information, the user makes it possible to more efficiently search the data base and to provide a report tailored to the users specific problem. A requestor form has been developed (See Fig. 1) to expedite the transmission and coding of this information. Parameters such as "School District Size," which appears on the form, are used only for illustrative purposes. Specifications of these parameters awaits the results of the analysis of data currently being obtained from school districts participating in the NRP field study. To increase NRP's data base, requestors are asked to briefly describe techniques or strategies they have developed and used in successfully meeting problems posed in implementing P.L. 94-142 in rural schools.

A special request form (Fig. 2) pertaining to models of pre and inservice training has been developed for college/university personnel concerned with the professional preparation.

Fig. 1

NRP REQUESTOR FORM

Requestor Name and Organization_____
Address_____Telephone_____
Are you making this request as a: Parent___ Teacher of Special Education___Regular Ed.___
Administrator___ or other (specify)_____

PLEASE CHECK THOSE AREAS BEST DESCRIBING YOUR NEED

Classroom Teaching/Management Techniques____; Individualizing Instruction (IEP)____;
Parents and Child Rights____; Educational Assessment and Placement____; Child Find____;
Pre- & In-Service Training____; Cultural/Ethnic Diversity____; Elementary____;
Secondary____; Educating Student with Special Needs____; Recruitment/Retention of
Personnel____; Administrative/Organizational____; School Finance____; Transportation____;
Support Services____.

Please briefly describe your problem including such information as type of students involved, social or cultural factors, and other factors you consider important.

PLEASE FILL IN THE FOLLOWING INFORMATION, IF POSSIBLE

School District Size_____ Parent Advisory Committee, Special Education Y__ N__
Part of a Cooperative Y__ N__ Distance to Nearest University/College_____

INDICATE (CHECKMARK) THE TYPE OF REPORT THAT WOULD BEST MEET YOUR NEEDS

a. List of Resource Consultants and Contact Numbers___ Local___ Non-Local___
b. Annotated Bibliography____
c. Current Problems and Practices___; Abstract___ Detailed Description___
d. Strategies/Profiles___; Abstract___ Detailed Description___
e. Pre- & In-Service Training Models___; Abstract___ Detailed Description

If you know of a particularly successful way needs of special education students are being met please briefly describe. Indicate how the district or educational agencies can be contacted. (If possible, use report format attached to this page.)

PLEASE SEND THIS REQUESTOR FORM TO: NRP, MURRAY STATE UNIVERSITY, MURRAY, KENTUCKY 42071

Figure 2

NRP Requestor Form--College/University Pre- & Inservice Training Models

NAME:_____ POSITION:_____
INSTITUTION:_____ ADDRESS:_____
PHONE:_____

INSTRUCTIONS FOR COMPLETING FORM

1st--In the Table below identify the cells indicating your interest area (i.e., target audience and pre- or inservice).
2nd--Use the descriptor codes to specify training content area and types of students anticipated to be affected (e.g., A3--instructional systems for trainable mentally handicapped).

DESCRIPTOR CODES

Content Area
A--Instructional Systems
B--Continuum of Educational Services (LRE)
C--Individualized Educational Programs (IEP)
D--Due Process--Procedural Safeguards
E--Parent Involvement
F--Child Find
G--Support Services
H--Other (specify)

Disability Type
1. Non-categorical
2. Educable Mentally Handicapped
3. Trainable Mentally Handicapped
4. Developmental Disabilities
5. Multi-handicapped
6. Learning Disabled
7. Visually Handicapped
8. Hearing Handicapped
9. Speech Handicapped
10. Other (specify)

TARGET AUDIENCE OF TRAINING		TRAINING MODELS	
		Preservice	Inservice
STUDENTS	Doctoral		
	Master		
	Undergraduate		
EDUCATORS	Special Education Teacher		
	Regular Education Teacher		
	Administrator		
	Other (specify)		
	Parents		

This additional form reflects the considerable differences in information needs between the university/college and the other target audiences. For other report types college/and university personnel should use the form in Figure 1.

3.0 Report Format for External Users

Three types of report formats currently are available to users of MIS depending upon the type of report requested by the user. When selecting a report "Resource Consultants" the user will receive an alphabetically arranged listing of consultant's name, location and phone number and address. At the user's request, this report may be separated into two sections, one listing consultants in the area local to the requestor, and the other, consultants outside this area. In response to a request for a bibliography, the user will receive an annotated bibliography. Finally, when requesting: (1) "Current Problems and Practices", (2) "Profile Strategies", or (3) "Models of Pre and Inservice Training" the user will receive a report with format paralelling that depicted in Fig. 3. This type of report also is available in an abstract form and contains sections 1.0, 2.0 and an abstract submitted for "Description."

The remainder of this section presents simulated reports representing NRP's current approach. Although simulated, these reports derive from project personnel experiences in school districts. The first reports present an abbreviated annotated bibliography. The next series of five reports present Strategy Profiles. Finally, the last two reports derive from the same inservice training model. The first of these two reports appears in the detailed descriptive form and the second, in an abstract form. Besides the limitations section identified in the detailed reports, the accompanying letter will list general "limitations of the MIS stating":

"Limitation"

> Although designed to be comprehensive, NRP's system possesses limitations. These include: (1) for certain problems the system may not contain any appropriate information; (2) the system will not possess an exhaustive catalogue of all problem solutions, (3) the effectiveness of any problem solution will depend on the degree of similarity between the educational setting in which it was developed and that of the requestor's, and (4) evaluation data will not always be available.

Reports describing strategy profiles or inservice training models follow the format illustrated in Fig. 3.

Fig. 3

1 - Title
2 - Source
3 - Strategy/Model Setting
4 - Strategy/Model Description
5 - Personnel Requirements
6 - Special Requirements
6.1- Skills/Knowledge
6.2- Supplies/Materials/Facilities
6.3- Transportation
7.0- Cost Analysis
8.0- Limitations

THE MANAGEMENT INFORMATION SYSTEM AND BIBLIOGRAPHIC REFERENCE MATERIALS

The following is a sample of the type of bibliographic information available upon request from the Management Information System of the NRP. The references listed below provide information relative to preschool screening and assessment, and delivery of services to preschool populations.

NRP might provide this bibliography to a school system or consortium submitting a requestor form indicating a need in the following areas:

Child Find
Programming for special children (classroom techniques)
Finance and funding

A detailed description might read as follows:

> "The Red Rock Co-op is located in Northwestern, (name of state). The average income in this area is below $7,500 - annually with the major source of income derived from the lumber industry. Approximately 25% of our school age children are of American Indian origins, speaking a dialect of the (name of Indian tribe) as their first language. Transportation becomes difficult especially in the winter due to poor roads and mountain terrain. We are interested in conducting low cost preschool screening for children at the toddler stage. We are inhibited by lack of trained personnel to conduct such screening. We would like to follow the screening by establishing a center for provision of services to children in need of early intervention ages 3-5."

The requestor indicating a desire to receive a comprehensive bibliography would receive a print-out containing information similar in nature to that which follows.

BIBLIOGRAPHY

1. Dittman, Laura L. "Migrant Children in an Early Learning Program." YOUNG CHILDREN, pg. 218-228, Vol. 7, March 1976.

Deals with provisions of services to preschool age children of migrant workers in Florida. Provides strategies in reference to transporting children; locating centers with camps; system for locating children; bilingual paraprofessionals. Identifies funding sources.

2. Barry, Judy "Stretching Education, Dollars and Ideas." APPALACHIA, Vol. 10, July 1977, pg. 27-32.

Identifies and describes use of National Diffusion Network. Describes preschool screening and development of preschool program in mountains of North Carolina. Provides strategies for receiveing assistance in program development through National Diffusion Network. Also deals with strategies for assessment, parent support, and collaboration of schools to cut costs.

3. "Kids With A C," APPALACHIA, Vol.6, April-March 1973, pg. 1-27.

Program location: Chemung, Schuyler and Steuben counties, New York. Provides information on conducting pre-school assessment with minimum of funds utilizing local professionals. Provides method for resource assessment and revamp of service delivery structure in order to provide comprehensive services from birth to age six.

4. "Using the Computer to Keep Score: The Hocking-Athens-Perry Child Development Program in Ohio." APPALACHIA, 1974, Vol. 17, 36-44.

Describes computerized system used to identify and locate children receiving services, relative to specific support services rendered and program involvement. Unique strategies for use of computer to locate children considered "high risk" through child census.

5. Webb, Ruth, "Is Every Lamb Sure To Go?" EARLY YEARS, April 1977, Vol. 7, 51-53.

Provides developmental checklist used for identification of four year olds needing developmental program. Language development major thrust of program. Location: North Carolina. Provides list of agencies providing support services.

Bibliographic references appearing on the following page might also be included in the annotated form used above. It should be noted here that this bibliography is not exhaustive and has been collected merely as sample material.

1. Adams, Soledad; "Bilingual/Bicultural Programs for Preschool Children." CHILDREN TODAY 1978, J-A, 2-6.

2. Cohen, Shirley, "Integrating Children With Handicaps into Early Education Programs." CHILDREN TODAY, 1975, J-F Vol.4 5-17.

3. "CT: A Realistic Answer for Preventive Special Education Services in Rural School Settings."

4. Foerster, Leon M. & Soldier Dale Little, "Trends in Early Childhood Education for Native American Pupils." EDUCATIONAL LEADERSHIP, Feb. 1977, Vol. 34, No. 5, 373-378.

5. Follet, Marguerite, "Office of Educational Development in Early Childhood Education." APPALACHIA, Feb. 1971, Vol. 4 1-3.

6. Hoyt, Jane Hauser, "Something Special in Portage (program for pre-school handicapped children)." AMERICAN EDUCATION, 1976, Vol. 12, 19-23.

7. Montague, James C. "Development of Preschool Group Programs for Non-urban Handicapped Children with Communication Disorders." REHABILITATION LITERATURE, Nov.-Dec. 1976, 37; 11-12, pg. 340-342.

8. Moore, Arch A. (Gov.) "West Virginia Blazes Trails in Early Childhood Education, APPALACHIA, Oct. 1971, Vol. 5, 20-24.

9. "New Approach to Infant Assessment." EXCEPTIONAL CHILDREN, Feb. 1978, Vol. 44 No. 5 394-395.

10. Thompson, Donald "Head Start at Home: A Model for Rural Areas." APPALACHIA, Jan. 1972, Vol. 5, 16-17.

11. Zehrbach, R. Reid 'Determining a Preschool Handicapped Population." EXCEPTIONAL CHILDREN, Oct. 1975, 76-83.

SIMULATED STRATEGY PROFILE

1. TITLE: Increasing Services by Using Available Resources: The School Nurse and Secretary as Educational Paraprofessionals

2. SOURCE: Robert Sclonsen, Hyder Elementary School District P.O. Box 1, Dateland, AZ 85333 (602) 454-2222

3. STRATEGY SETTING: Elementary School, K-8, serving ADA=135. One of six schools belonging to a cooperative. Teaching staff: 7 regular, one special education teachers. Principal occupation: migrant farm workers, many students (64%) bilingual. Population# sparse lives at considerable distance from school. Special Education Model, Resource Room.

4. STRATEGY DESCRIPTION: A number of special education students (LD, EMH) could have benefited from additional tutoring in basic skill areas. Both teaching staff and paraprofessionals indicated they could not increase their teaching load. Two factors precluded parents from serving as tutors: most worked in the fields, almost all lived considerable distances from the schools.

   To solve this problem the vice principal/teacher and special education teacher intormally analyzed the staff's educational background and work load, and identified two employees who could serve as tutors--the school nurse and the school secretary. Both staff members agreed despite having reservations. The vice-principal, special education and regular education teacher developed lesson plans and gathered appropriate educational materials for tutoring. Initially, the special education teacher and vice-principal closely monitored the tutoring conducted by the nurse and secretary. Within a short period, little monitoring was required. An important factor contributing to the success of this strategy was the planning of tutoring sessions to accommodate the secretary's and nurse's primary responsibilities as defined by their jobs.

   No formal evaluation was conducted. Professional staff judged tutoring to be a success in terms of student increased acquisition of basic skill elements. Two additional benefits derived from this strategy:
   --As a result of the friendship that developed, the nurse was able to gain the cooperation of a 14-year-old EMR girl in acquiring more mature social behavior and personal hygiene skills.
   --The special education teacher contacted the Cooperative Director and described the problem, strategy, and student outcomes. The director informed the other participating districts of the results of this strategy.

5. PERSONNEL REQUIREMENTS: This varies depending on the amount of time available to train and monitor the tutors.

6. SPECIAL REQUIREMENTS:

   Skills/Knowledge: Tutoring skills and knowledge of content area, developed "on the job."

   Supplies/Materials/Facilities: Throughout this program, the special and regular education teacher worked together in developing individualized materials suited to meet the students' educational needs. Facilities represented a problem because the tutoring took place where other school functions were being performed.

   Transportation: None required.

7. COST ANALYSIS: Strategy required no additional school expenditures.

8. LIMITATIONS: The major limitation is having school staff available for an increased work load. Another limitation is time available to train and monitor the paraprofessional to work semi-independently.

SIMULATED STRATEGY PROFILE

1. TITLE: Serving the Trainable Student in the Regular Classroom

2. SOURCE: Jack Wilson, Mary E. Dill Elementary School District, Sells Star Route, Box 870, Tuscon, AZ (602) 822-1030

3. STRATEGY SETTING: Single school district (K-8) serving 145 students. One of eight schools participating in a cooperative which provides diagnostic and support services. Eight regular and one special education teacher. Principal occupation, farming/ranching. Closely knit community despite low population density and considerable dispersion. University located approximately 40 miles from school. High teacher retention rate.

4. STRATEGY DESCRIPTION: Problem arose when school district had to decide appropriate educational placement of a trainable mentally handicapped student. Student could receive educational services either in home school or a special school located in nearby urban area (40 miles). Various teachers and parents expressed concern about educating "this type of student" in the local school, particularly in the regular classroom, the only option available.

The school enjoyed a particularly well qualified and highly respected special education teacher. This teacher played the principal role in mainstreaming the district's special education students and her success derived principally from determining and meeting the regular education teacher needs.

To gain acceptance of educating the trainable student in the local school, this teacher conducted a series of meetings, many informal, with teachers and parents. Principal objectives of these meetings were to:

--inform parents of students' potential to benefit from instruction in regular classroom

--inform the parents that because of prior planning, plus the on-going support provided by the special education teacher there would be no departure from the normal classroom routine

--inform the teaching staff of proposed educational plan which included a strong parent component. This component, which articulated with other parts of the program, focused on developing social competencies.

Because of the community status enjoyed by the teacher plus the prior preparation, this teacher "persuaded" teachers and parents to accept the education of this student in the regular classroom.

As a result of the coordination of regular education, special education and the cooperative's support services, this student

has made satisfactory progress both academically and socially. Additionally, as a result of counseling and seeing their son's development, the parents now expect and require a more mature level of social conduct.

5. PERSONNEL REQUIREMENTS: The major factor contributing to the successful mainstreaming of this trainable student was a very highly qualified special education teacher who anticipated and met the regular education teacher's needs.

6. SPECIAL REQUIREMENTS:

   Skills/Knowledge: In working with the regular education staff, the special education teacher provided a model of classroom planning and management. Developing parents' awareness of the limiting influence of their protective attitudes requires personnel possessing a high degree of sensitivity, tact and patience.

   Supplies/Materials/Facilities: Throughout this program the special and regular education teachers had to develop materials individualized to this student's educational needs.

   Transportation: No special requirements

7. COST ANALYSIS: None available, although district administrator indicated that costs were probably less. This possible reduction in expenditures reflected the considerable difference in cost involved in transporting the student by the district's school bus to the local school vs transporting, using a special vehicle, to a special school located at a considerable distance.

8. LIMITATIONS: Principal limitation is that successes of above strategy heavily depends upon non-transportables, specifically a highly qualified and valued teacher.

SIMULATED STRATEGY PROFILE

1. TITLE: Overcoming Rural Parents' Reluctance to Identify their Children as Handicapped and to Seek Appropriate Educational Services

2. SOURCE: Mr. Harvey Hayden, Madison School District
30 Main Street, Madison, Maine
Phone: 207-696-3323

3. STRATEGY SETTING: Seacost town in Maine, population 2,000. Principal occupation, fishing (high rate of unemployment). Economically, the area is depressed and provides little opportunities for highly qualified or trained individuals.

4. STRATEGY DESCRIPTION: To involve parents and overcome their reluctance to seek appropriate educational services for their handicapped children, Mr. Hayden, Director of Special Education, uses the radio and other media to communicate to parents that their feelings of guilt, shame and rejection are normal experiences. Names and telephone numbers of parents of handicapped students are given as sources to contact for discussing these feelings. Parents formed a support group to routinely provide these support services.

5. PERSONNEL REQUIREMENTS: Initiator of activity and seed group of concerned parents

6. SPECIAL REQUIREMENTS:

Skills/Knowledge: Initiator and seed group of parents would have to possess knowledge, skills and sensitivity required to work with parents' feelings of guilt and shame. This would be necessary to help create an acceptance of the child, as well as an acceptance of the child as capable of benefiting from an education. Initiator could serve as a trainer for the seed group of concerned parents.

Facilities/Supplies/Materials: The following media forms were used: radio, newspapers, TV. Additionally, informal communication via businesses and social services took place.

Transportation: Parents frequently required transportation. To meet this need, a parent group formed a car pool and provided transportation without cost.

7. COST ANALYSIS: No cost data available, but appear to be minimal. Most costs met by donations.

8. LIMITATIONS: Success of this strategy depends upon initially establishing a group of parents willing to share their feelings regarding their handicapped children. A secondary limitation exists in the community 's limited potential for serving the more severely handicapped child. This limited potential reflects restricted financial bases and limited availability of qualified personnel.

SIMULATED STRATEGY PROFILE

1. TITLE: Developing Work-Study Programs for Handicapped High School Students

2. SOURCE: Norm Coatney, Mount Carroll High School
South Main Street, Mount Carroll, Illinois
Phone: 815-244-2055

3. STRATEGY SETTING: Rural town in Northern Illinois. The population is approximately 2,000. Grades K-6 and 9-12 are all located in the same facility.

4. STRATEGY DESCRIPTION: A work-study program was developed for handicapped students. The regular work-study program was not suitable for the students due to their short attention span and inability to do the work. Therefore, another program had to be devised. Students spend half the day in the school setting taking special education courses such as art, home economics, etc., and the other half at the work center. This facility provides a work setting with pay, breaks, and a variety of jobs. The students rotate from job to job during the day. Jobs include such tasks as assembling objects, stamping items, etc. The program has given the handicapped student the opportunity to participate in activities similar to those of students in regular work-study programs.

5. PERSONNEL REQUIREMENTS: Individuals needed to operate the facility.

6. SPECIAL REQUIREMENTS:

Skills/Knowledge - Personnel at facility must understand both limitations and strengths of handicapped students.

Facilities/Supplies/Materials: Work facility must be available. If facility does not exist in community, alternative approaches must be devised.

Transportation: Students are bused daily to the work center at the school's expense.

7. COST ANALYSIS: Not available at this time.

8. LIMITATIONS: Problems may arise in the availability of facilities with simulated work setting for the handicapped, availability of transportation, and availability of motivated students and parents.

SIMULATED STRATEGY PROFILE

1. TITLE: A Technique for Integrating Special and Regular Education Services

2. SOURCE: R.A. Shea, Hyder Elementary School District
P.O. Box 1, Dateland, Arizona
Phone: 602-452-2222

3. EDUCATIONAL SETTING: Elementary School District (K-8), one of six schools forming the Antelope Valley Cooperative. Teaching staff ,7 regular education and one special education teacher. ADA = 135. Principal occupation, migrant farm workers. Many bilingual students (Mexican and Mexican-American). Population highly mobile. Nearest neighboring community, 32 miles.

4. STRATEGY DESCRIPTION: As a new member of the staff, the special education teacher encountered considerable overt skepticism on the value of special education services. Specifically, these services were perceived as aimed at developing competencies/skills unrelated to those required in the regular classroom.

To alter those perceptions, a strategy was developed consisting of a number of components, the chief of which was acquainting other staff members with the diagnostic/prescriptive system used by the special education teacher.

Acceptance by the regular education staff depended upon their being able to understand the system's language, as well as perceiving the system as developing competence/skills similar or identical to those required in mastering regular classroom tasks. Given this consideration plus the knowledge that many regular class students qualified for Title I funds The Brigance Diagnostic Inventory of Basic Skills, the system used by the special education teacher, appeared particularly well suited to meet the objective.

To introduce this system, the special education teacher planned an inservice workshop. The publisher of the Brigance was contacted and supplied printed materials and a video tape designed for use in inservice training of personnel. Neither the school nor the cooperative possessed a video playback (3/4"), so one was obtained from a media center located at the nearest college (70 miles away). An informal evaluation instrument was developed to assess the impact of the inservice. Prior to the inservice, the special education teacher distributed the materials and discussed them with the regular education teachers, thus assuring a minimal level of preparation. The inservice was held with all teachers attending. After video presentation, an extended discussion was held on potential benefits regular education teachers could derive from applying this system to certain of their students. Based on the discussion and evaluation results, the regular education staff:

--concluded that the skills/competencies identified by the Brigance paralleled those developed by their students

--expressed interest in using the system in their own classroom because it provided many advantages over those materials they currently used.

--Five out of seven teachers incorporated the Brigance into their instructional procedures, applying the system to both special and regular class students.

Besides these outcomes, the inservice created an impact beyond the school in which it was given. Specifically, the director of the cooperative attended the initial inservice workshop and requested the special education teacher to conduct similar inservices for the teaching staff, of the other school districts participating in the cooperative. The following (supplied by the publisher) briefly describes the major objectives of the Brigance Inventory of Base Skills:

* assess basic readiness and academic skills in key subject areas from kindergarten to sixth grade levels

* provide a systematic performance record, expressed in grade level terms, for diagnosis and evaluation

* define instructional objectives in precise terms in order to effectively measure a student's performance in a given subject area

* determine the student's level of achievement, readiness to advance or need for reinforcement

* serve as a guide to the teacher in the design of an instructional program to meet the specific needs of the student.

Each skill area is arranged in a developmental and sequential hierarchy. The teacher may use the entire Inventory or select individual skills to be tested.

After testing, the teacher may utilize the results to devise an individualized program to meet the specific needs of the learner. The program can be altered as skills are mastered and the student moves on to the next objective.

The Inventory is designed for use with students whose achievement is between kindergarten and sixth grade level. When the child scores at or above grade level in a given skill, he or she should be able to advance and perform successfully at the next grade level.

The Inventory provides an additional aid for the teacher who wants to develop an individualized program for junior high and secondary students who need special instruction in basic skills at the elementary level.

The comprehensiveness, simplicity and adaptability of the Inventory make it a practical resource for all school personnel involved in instructional planning and evaluation at the K-6 level. It is comprehensive enough to serve as an instructional management system, yet single test items can be used separately. The format and assessment procedures are simplified so that no specialized training in testing is required; paraprofessionals can administer it.

The adaptability of the Inventory makes it possible to use in varying degrees and adaptations within the limits and constraints of most programs. Teachers are encouraged to adapt assessment procedures to answer the key question: Has the student mastered this skill adequately, or is additional instruction needed?

Although individualized assessment procedures are given in the Inventory, teachers are encouraged to answer this key question by observing the student under natural or manipulated conditions, by group testing by using other formal tests, or by "product testing." Only valid evidence of performance can be recorded in the Student Record Book. The objective of this book is a clear, usable record of a student's skill inventory over time, not a historical record of tests administered. Finally, the preciseness of the assessment information and instructional objectives will facilitate better communication with and understanding of the classroom teacher for more effective mainstreaming.

5. PERSONNEL REQUIREMENTS: A teacher or other curriculum personnel willing to serve as a facilitator by conducting an inservice workshop.

6. SPECIAL REQUIREMENTS:

   Skills/Knowledge: The person conducting the inservice should possess sufficient experience in administering and using the diagnostic inventory to anticipate and answer questions that will be raised. The published material, while helpful, does not provide this type of background.

   Supplies/Materials/Facilities: To adequately conduct such inservice workshops the publisher support materials are required, particularly the video tape. A 3/4" video playback is required plus the monitor.

7. TRANSPORTATION: No special transportation is required.

8. COST ANALYSIS: The entire cost for the inservice was approximately $50, most of which was accounted for by transportation costs. Rental of the video playback amounted to $15.

9. LIMITATIONS: The major limitation of this strategy is that of the time and patience required in overcoming regular education teachers' unwillingness to become involved with special education.

SIMULATED PROFESSIONAL PREPARATION MODEL
(Detailed Description)

1. TITLE: Regular Education Inservice: Compliance with PL 94-142: A Systematic Change Process

2. SOURCE: Dr. Lawrence W. Marrs, Department of Special Education, Murray State University, Murray, Kentucky
Phone: 502-762-6802

3. EDUCATIONAL SETTING: Variable; currently conducted in the states of Kentucky, Illinois, and Tennessee.

4. STRATEGY DESCRIPTION: This project utilized environmental education and development of change agent skills as primary vehicles to infuse knowledge and skills for working with the handicapped into participating school systems. Each participating district has instructional teams, support teams, leadership teams, and school board members involved in acquiring a working knowledge of PL 94-142 and methods for serving the handicapped in rural environments.

The instructional teams pass through three phases of training. In the first, the participants attend an institute and workshops and meet on a biweekly basis, with field consultants, at the participating local school. During Phases II and III, the instructional team provides inservice training to other district personnel; field consultants are available to assist in these inservice sessions.

At a more detailed level, during Phase I, teams are organized from eight to ten school districts. Each district forms three teams: the leadership team, the support team, and the instructional team. A principal, three regular classroom teachers, and a special education teacher, all from the same school building, comprise the instructional team. Initially in Phase I, these teams attend a summer institute on the Murray State University campus where they participate in simulation and actual practice with handicapped children. Subsequent to the institute, participants may elect to continue for an additional three-week practicum with regular and handicapped children participating in an Environmental Education Happening.

During the school year, the instructional team develops goals and objectives for target children with special needs. To aid in the identification of these children and serve as consultants in the development of additional instructional strategies, field consultants visit each participating school at least once every two weeks. Team meetings were frequently held to discuss progress and problems occurring as a result of the team's activities. These meetings are designed to facilitate the integration and assimilation of learned concepts.

At the start of the second year, Phase II, ten new school districts are added and begin Phase I training. Phase I participants initiate an inservice program within their district to assist other

personnel in serving handicapped children. In the third year, Phase II participants will begin inservicing other personnel in their school districts.

An inservice manual is available for use by Phase I and Phase II participants in implementing inservice approaches with their school systems. Included in the manual are descriptions of inservice sessions and activities, copies of handouts, descriptions of evaluation tools, and bibliographies of materials used in institutes and workshops.

Tables 1 and 2 provide a detailed description of the model activities conducted during Phase I and II. This description includes identification of target audience, specification of the competencies to be attained, a definition of the initial conditions and delineations of instructional process, and finally a specification of the types of evaluation. Table 3 presents the same types of information focusing on the instructional team. Table 4 presents a typical workshop agenda.

5. PERSONNEL REQUIREMENTS: The following indicates the typical number of participants involved as well as the personnel required to conduct major inservice activities:

In-Service Activity	Number of Participants	Number of In-Service Personnel	Number of Consultants
Institute	40	3	7
Workshop	40	3	7
School-Site Visits	5	2	0

6. SPECIAL REQUIREMENTS:

Skills/Knowledge: To successfully implement this model inservice personnel must possess a wide and varied background attainable only through considerable experience in working with students and school district personnel. This constitutes a major criterion for selection of inservice personnel. Specialized skills/knowledge required for a workshop or institute is obtained either by enlisting consultants or by the inservice staff attending workshops to gain required competencies.

Supplies/Materials/Facilities: Specialized materials have been developed by inservice staff and include the manual, media materials, and module units. These materials can be purchased by contacting SOURCE listed above. In some instances, depending on content of inservice training program, special facilities have been required. An example of this would be the facilities that were rented at Brandon Springs (Land Between the Lakes) to provide an environmental setting correlated with the training program.

Transportation: No specialized requirements exist.

Table 1

MULTI TEAM INSERVICE STAFF DEVELOPMENT COMPETENCIES OF SCHOOL BOARDS, SUPPORT, INSTRUCTIONAL, AND LEADERSHIP TEAMS.

School	Support	Instruction	Leadership		Competency	Input	Process	Evaluation
SB.	Su.	In.	Ld.					
				1.0	Knowledge of current legislation & due process safe guards concerning exceptional children.			
X	X	X	X	1.1	Demonstrate an understanding of current local, state & federal legislation, regulations & guidelines relating to the education of exceptional children.	Project participants Program faculty Video tape Commercial media	Lecture Multimedia modules Assigned readings Group discussions	Criterion referenced tests Observation in teaching situations
X	X	X	X	1.2	Describe various special education programs which consitute a full continuum of services as well as school & community resources available to the special & regular education teacher.	Project participants Program faculty	Lecture Multimedia modules Assigned readings Group discussions	Criterion referenced tests
	X	X	X	1.3	Demonstrate knowledge of the purpose, composition & functional role of the Admissions & Release Committee.	Project participants Program faculty Canned programs	Discussion Assigned readings Role playing Simulation tasks	Criterion Referenced tests Evaluation by peers & faculty
	X	X	X	1.4	Demonstrate understanding of required procedural safeguards, e.g., need for prior written notices, written parental consent, continuous parental involvement & steps involved in impartial hearings.	Project participants Program faculty	Lecture Multimedia modules Simulation tasks Role playing	Criterion referenced tests Evaluation of simulations & role playing by peers & instructor

23.

SB.	Su.	In.	Ld.		Competency	Input	Process	Evaluation
	X	X	X	1.5	Comply with regulations regarding confidentiality of student records.	Program faculty Multimedia	Lectures Assigned readings Role playing	Performance demonstrated
				2.0	Assess learner behaviors			
		X	X	2.1	Demonstrate basic understanding that the assessment procedures must be completed prior to placement & must be appropriate to the child's race, culture, native language as well as to specific areas of educational need.	Project participants Program faculty Video tape Library	Discussions Abstract readings Simulation problems	Criterion referer tests Evaluation of re abstracts Self & peer evalu ation
	X	X		2.2	Develop appropriate educationally relevant interpretation of the results of standardized psychological assessment instruments.	Project participants Program faculty Commercial Media	Lecture Practicum Simulation tasks Field Practice	Performance demonstrated (master considered with 90% of predeter mined content)
	X	X		2.3	Administer, score & evaluate results of formal educational diagnostic/prescriptive instruments to determine abilities or disabilities of students in each major area of instruction.	Project participants Program faculty Video tape	Multimedia modules Discussions Simulation Actual administration	Performance demonstrated Self & faculty evaluation (mastery consid ered with 90% of predetermine content)
	X	X		2.4	Administer, score & evaluate results of informal diagnostic/prescriptive instruments or techniques to determine abilities or disabilities in each major area of instruction.	Project participants Program faculty Practicum	Lecture Multimedia modules Discussions Simulations Supervised classroom practice	Criterion referer tests Evaluation of dir & CCTV observat of test Evaluation of dia nostic reports

SB.	Su.	In.	Ld.		Competency	Input	Process	Evaluation
	X	X	X	2.5	Utilize direct observation techniques to evaluate student performance & identify target behaviors.	Project participants Cooperating teachers Program faculty Practicum	Discussions Assigned readings CCTV simulated practice Supervised classroom/field trip	Performance demonstrated Faculty, class & self evaluatio
				3.0	Write individual education programs.			
	X	X	X	3.1	Name & describe the required components of an IEP: present levels of performance, annual goals, short-term objectives, specific educational placement and/or support services, beginning & ending date, & evaluation procedures.	Project participants Program faculty Canned programs Multimedia	Lecture Assigned readings Multimedia modules Simulation	Criterion refere tests Evaluation of si lation tasks
	X	X		3.2	Extrapolate educationally relevant data from formal & informal assessment instruments.	Project participants Program faculty Multimedia	Lecture Multimedia modules Seminar discussion Simulation Supervised practice	Evaluation of simulation tas Evaluation of participant IE (mastery consi ered with 90% predetermined content)
	X	X		3.3	Identify & state long term educational goals & short term behavioral objectives for each student.	Project participants Program faculty	Multimedia modules Simulation practice Actual supervised practice	Evaluation of si lation tasks Evaluation of participant IE (mastery consi ered with 90% of predetermin content)

SB.	Su.	In.	Ld.		Competency	Input	Process	Evaluation
		X		3.4	Perform task analysis for the skills required to master the areas of reading, writing, arithmetic, science & social studies	Project participants Program faculty Programmed text Multimedia	Large & small group simulation activity Field projects Supervised practice	Evaluation of simulation tasks Peer evaluation Field project evaluation by staff
		X		3.5	Organize teaching objectives following a consistent sequential development of basic academic skills.	Project participants Program faculty Programmed text	Small group (instructional team) practice	Direct evaluation of teaching objectives
	X	X		3.6	Include appropriate objective criteria & evaluation procedures to determine the achievement of short term objectives.	Project participants Program faculty	Small group simulation activity	Field project evaluation by staff
				4.0	Utilize instructional skills to implement IEP's.			
	X	X	X	4.1	Implement instructional programs designed to achieve previously identified objective.	Project participants Program faculty	Instructional team supervised practice Multimedia package development	Observation of teaching strategies Instructor's & self evlauation
	X	X	X	4.2	Modify the learning environment to meet the special needs of children.	Project participants Program faculty Library Multimedia	Assigned readings Simulation activities Field activities	Criterion referenced tests Evaluation of field activities
	X	X		4.3	Utilize instructional procedures appropriate to the learning task	Project participants Program faculty Students	Instructional team supervised practice Role playing	Observation of teaching strategies Instructor's & self evaluation

SB.	Su.	In.	Ld.		Competency	Input	Process	Evaluation
		X		4.4	Design instructional materials that match the short term behavioral objectives for each student.	Project participants Program faculty Canned programs Multimedia	Instructional team practice	Direct evaluation of participant's IEP's
	X	X	X	4.5	Develop skills to maximize social interaction of handicapped children in the classroom.	Project participants Program faculty Video tape Canned programs	Group discussions Role playing Field experience	Evaluation of performance with children by faculty & peers.
				5.0	Maintain student records.			
		X	X	5.1	Develop & maintain anecdotal records pertinent to student development.	Canned programs Project participants Program faculty	Lecture Seminar discussions Field practice Simulated tasks	Evaluate systematic approach & specific structure of anecdotal system
	X	X	X	5.2	Collect, organize & maintain records of academic & social performance, e.g., direct measurement & charting of behavior.	Project participants Program faculty	Lecture Assigned readings Group discussions Role playing Field practice	Examine records Evaluate efficancy of record keeping system according to requirements of system select
				6.0	Maintain parent relationships.			
	X	X	X	6.1	Evidence a basic understanding of the effects a handicapped child has on the family unit, from both a theoretical & a practical vantage point.	Project participants Program faculty Parents	Lecture Selected readings Simulation activities Direct involvement with parent organizations	Criterion reference tests Evaluation of experience/simulation reports Evaluation by parents

SB.	Su.	In.	Ld.		Competency	Input	Process	Evaluation
	X	X	X	6.2	Develop & maintain channels of communication with parents.	Project participants Program faculty Parents Video tape	Direct involvement with parent organizations Participation in parent/ teacher conferences	Evaluation by parents & instructors
	X	X	X	6.3	Effectively conduct parent conferences.	Project participants Program faculty Parents Video tape	Simulated experiences Role playing Observation of parent/ teacher conferences Develop & conduct parent conferences	Performance demonstrated Evaluation by peers & instructors
	X	X	X	6.4	Devlop and maintain home-based intervention programs.	Project participants Program faculty Parents	Simulated experiences Role playing Observation of parent/ teacher conferences Develop & maintain short term home-based intervention programs	Evaluation of simulations & role playing peers & instructor Performance by parents Evaluation of intervention programs by faculty & parent

Table 2

INSERVICE TRAINING COMPETENCIES FOR YEAR I & YEAR II PARTICIPANTS
PARTICIPANTS CONTINUING WITH PROJECT

Competency	Input	Process	Evaluation
1.0 Demonstrate an ability to conduct in-service training for local school staff.			
1.1 Develop skills for working with other administrators, teachers, and support personnel in large group settings.	Students Program Faculty Video-tape	Lecture Discussion Practice with Cluster II new participants Role playing	Observation by peers and project staff Self-evaluation
1.2 Develop skills in conducting small group sessions with fellow staff which would include group dynamics techniques such as brainstorming and consensus reaching.	Students Program Faculty Video-tape	Role play experiences Discussions Practice with peers and Cluster II participants	Observation by peers and project staff Self-evaluation
1.3 Demonstrate an ability to utilize media inservice programs.	Students Program Faculty	Lecture Discussion Practice with equipment	Criterion referenced performance demonstration
2.0 Design in-service programs for staff of home school district and/or neighboring school districts.			
2.1 Identify needs of the staff with regard to regular education in-service via the Project EASE approach.	Students Program Faculty	Simulation activities Lecture	Criterion referenced tests Self-evaluation

Competency	Input	Process	Evaluation
2.2 Determine optimum combination of delivery techniques for staff development: in-service workshops, faculty meeting presentations, professional meetings, small group and individual consultation.	Students Program Faculty	Small group discussion Lecture	Staff evaluation Peer evaluation
2.3 Develop a series of staff development sessions designed to effectively in-service staff with regard to Year I Competencies.	Students Program Faculty	Small group discussions Multimedia Video-tape Selected readings	Evaluation of individua sessions Video-tape feedback Peer evaluations Staff evaluations Self-evaluation
3.0 Implement in-service program for staff of home school district and/or neighboring school districts.			
3.1 Conduct staff development sessions for leadership, support, and instructional personnel, both individually and collectively.	Students Program Faculty	Lecture Small group discussions Simulations Video-tape Multimedia Supervised practice on Cluster II participants	Criterion referenced Evaluation instrument used on each session Total workshop evaluation Evaluation by program staff Video-tape feedback Self-evaluation
3.2 Utilize prepared modules developed and/or made available through Project EASE.	Students Program Faculty	Simulations Video-tape Multimedia	Performance demonstrat
4.0 Evaluate in-service activities			
4.1 Develop evaluation strategies to determine the success of planned staff development sessions.	Students Program Faculty	Readings Library Simulation Lecture	Completion of evaluati instruments

TABLE 3

ENVIRONMENTAL EDUCATION COMPETENCIES
FOR INSTRUCTIONAL TEAM

Competency	Input	Process	Evaluation
1. Demonstrate a knowledge of the use on environmental education as a process approach to working with all children, with particular emphasis toward handicapped children	Students Faculty Slide/Tape Filmstrips	Field experiences Discussion Workshop experience	Performance demonstrated
2. Identify and use up-to-date interdisciplinary curriculum materials in environmental education which supplement classroom lessons with activities emphasizing "hands-on" experiences.	Faculty Resource Centers Filmstrips	Workshop experience Reading Seminar	Performance demonstrated
3. Select instructional materials to match specific objectives for individual students with appropriate experiences (e,g., Project Learning Tree activity descriptors)	Students Faculty Resource Centers	Reading IEP development Field Testing	Completed IEP Faculty observation

Competency	Input	Process	Evaluation
4. Utilize the variety of physical resources outside the classroom (such as the school site, community parks, vacant lots, etc.,) to increase the number of direct enviromental experiences for students.	Students Faculty Community resources Resource Center	Workshop Sessions A-V presentions	Visible evidence of resource utilization
5. Identify local resource people who have materials and/or expertise in assisting and use of the environment as an instructional vehicle.	Students Faculty Community Organizations	Workshop & Readings	Performance demonstrated
6. Share materials, approaches and ideas that have proven successful with other school personnel and teams from other districts.	Students Faculty A-V presentation	Workshops Field Visit Visitation of other schools	Performance demonstrated
7. Create a system of individualized lessons for learning disabled and behaviorally disordered children based on current environmental education materials.	Students Faculty	Workshops Seminar Developing appropriate avtivity site	Performance demonstrated

Competency	Input	Process	Evaluation
4.2 Administer evaluation of each session and determine need for additional work.	Students Program Faculty	Simulation Practice on Cluster II participants	Performance demonstrat

TABLE 4

Workshop Agenda

First Day	
10:00 a.m. - 11:00 a.m.	Registration
11:00 a.m. - 12:00 noon	Introductions and Needs
1:00 p.m.	Preliminaries
1:30 p.m.	Who Are We? (Triads)
2:15 p.m.	What Is Project EASE?
3:00 p.m.	Learning Styles & Communication Skills
6:00 p.m.	"What's It Like to be Handicapped?" "A Day in the Life of Bonnie Consolo"
Second Day	
8:30 a.m.	P.L. 94-142: An Overview
9:30 a.m.	Implications of P.L. 94-142 for School Personnel
10:30 a.m.	Panel Discussion-Group Sharing
12:30 p.m.	Informal Assessment Techniques (Group A) The Use & Misuse of Tests (Group B) Observation Techniques (Group C)
2:15 p.m.	The Use & Misuse of Tests (Group A) Observation Techniques (Group B) Informal Assessment Techniques (Group C)
4:15 p.m.	Observation Techniques (Group A) Informal Assessment Techniques (Group B) The Use & Misuse of Tests (Group C)
Third Day	
7:00 p.m.	Increasing Self-Concept in Students New Games
Fourth Day	
8:00 a.m.	Introduction to Environmental Education: A Process for Learning (Wear comfortable outdoor clothing)
1:00 p.m.	The Team Approach to Project EASE

7. COST ANALYSIS: Considerable cost variations exist in conducting a workshop. This variation principally reflects whether or not substitute teachers must be paid and whether participants receive an overnight stipend. The following gives a range of cost incurred for inservice training of people for three days (2 school days). A typical workshop agenda is illustrated in Table 4.

	Minimum	Maximum
Expense stipend[1] @ $15/day	$0.0	$1800.
Staff Reimbursement[2] @ $25.	$0.0	$1600.
Staff Travel Expenses	$0.0	$ 150.
Consultant fees[3] ($100/day)	$0.0	$ 400.
Workshop Supplies	$100.00	$ 100.
	$100.00	$4050.

8. LIMITATIONS: Qualified personnel constitute the major limitation. Inservice personnel must possess extensive experience in working with a wide range of handicapped students. Additionally, they must be able to interact successfully with a diverse group of educators. In addition, these personnel must be able to plan, organize, and conduct an inservice program often training 40 or more people.

[1]$15./per is paid to the participants staying overnight at the workshop site.

[2]Using a Management Information System, the inservice personnel could locate accredited teachers who would substitute without pay (e.g., retired teachers). For further details, see Problems and Resources in Rural Education Relay Systems--Toward Individualized Local School District Problem-Solving Models, Doris Helge, 8/10/79.

[3]As with No. 2, these consultants' services could be obtained without reimbursement, but a system would have to be established for identifying and locating them.

SIMULATED PROFESSIONAL PREPARATION MODEL
(Abstract)

1. TITLE: Regular Education Inservice: Compliance with PL 94-142: A Systematic Change Process

2. SOURCE: Dr. Lawrence W. Marrs, Department of Special Education, Murray State University, Murray, Kentucky
Phone: 502-762-6802

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